

Course Title	<b>HISTORY AND APPLIED SOCIOLOGY IN PHYSICAL EDUCATION AND SPORT</b>			
Course Code	SSHIS101-1			
Course Type	MANDATORY			
Level	BSc (level 1)			
Year / Semester	1st / Fall			
Teacher's Name	Dr Garyfallos Panagiotou, Dr Athanasios Anastasiou, Dr Andreas			
ECTS	6	Lectures / week	3	Laboratories / week -
Course Purpose	The course aims to provide students with historical knowledge of the formation and development of physical education and sports. Also, to introduce them to the basic theoretical approaches developed in the Sociology of Sports and to help them make informed choices on sports issues. It is expected that students will be able, after the end of the course, to critically study historical sources and documents, analyze the data, and link them with modern developments in physical education and sports.			
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• They know the fundamental principles on which physical education and athletic competition of ancient peoples especially Greeks were based.</li> <li>• They understand the importance that the ancient Greeks gave to their athletic celebrations and especially to the Panhellenic Games such as the Pythians, the Isthmians, the Nemean, and the Olympians.</li> <li>• They analyze the context of ethical dilemmas and philosophical views that arise or are associated with the use of banned substances in modern sports.</li> <li>• They describe the relationship between sport and society.</li> <li>• They relate the relationship between sport and basic ideologies (Gender, Race, Social Class) and social institutions (Education, Economy, Media, Politics).</li> <li>• They see the role of sport as a vehicle for social change, social development, and social cohesion.</li> <li>• Express the main social problems in modern sports and analyze social phenomena with critical thinking.</li> </ul>			
Prerequisites	No	Corequisites	No	
Course Content	<ol style="list-style-type: none"> <li>1. The concept and object of physical education history and sports.</li> <li>2. The role and place of physical education in the ancient peoples of the East and Egypt.</li> </ol>			

	<ol style="list-style-type: none"> <li>3. The role of games, sports, and countries in the Minoan and Mycenaean civilizations.</li> <li>4. The historical context of physical education in ancient Greece, Athens, and Sparta.</li> <li>5. The early history of Olympia, the Olympic Games, sports, and regulations.</li> <li>6. Sports and regulations in Pythia, Nemea, and Isthmia.</li> <li>7. Basic concepts of sociology, education, and sports.</li> <li>8. Structures and functions of educational and physical education systems.</li> <li>9. Social stratification and sport. Social classes and differences in sports and sport choices.</li> <li>10. Gender Issues in Physical Education and Sports. Gender equality issues and gender-based violence in sport.</li> <li>11. Sociological approaches to violence in sports venues</li> <li>12. The role of politics and media in sport.</li> <li>13. Critical analysis of the topics taught. Summary.</li> </ol>
<p>Teaching Methodology</p>	<p><b>Theory</b></p> <p>The teaching of the course includes lectures on the offer of the theoretical background. The teaching uses detailed notes with PowerPoint and material rich in images and videos. Methods like case studies, clinical scenarios, discussion, questions/answers are used in teaching methodology depending on the course's nature. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>
<p>Bibliography</p>	<p>Hammack, B. (2015). Κοινωνιολογία της εκπαίδευσης: Μια συστηματική ανάλυση. Αθήνα: Επίκεντρο.</p> <p>Μουρατίδης, Ι. (2017). Ιστορία Φυσικής Αγωγής και Αθλητισμού του Αρχαίου Κόσμου. Θεσσαλονίκη: Copy City.</p> <p>Τσιγγίλης Ν., Μαστρογιαννάκης Δ., (2021). <i>Αθλητισμός και ΜΜΕ, Ρητορική, ταυτότητες και αναπαραστάσεις</i>. Θεσσαλονίκη: Ζυγός.</p> <p><u>Συμπληρωματική βιβλιογραφία:</u></p> <p>Αλμπανίδης, Ε. (2004). Ιστορία της Άθλησης στον Αρχαίο Ελληνικό Κόσμο. Θεσσαλονίκη: Salto.</p> <p>Αυγερινός, Θ. (2007). Κοινωνιολογία του Αθλητισμού: Θεωρητική προσέγγιση του αθλητισμού, οργάνωση του αθλητισμού, βία του αθλητισμού. Θεσσαλονίκη: University Studio Press. ISBN: 960-12-1610-3</p> <p>Coakley, J. (2014). Sports in Society: Issues and Controversies. McGraw-Hill.</p> <p>ISBN: 0072930357</p>

	<p>Decker, W. (2004). Ο Αθλητισμός στην Ελληνική Αρχαιότητα: από τους Μινωικούς στους Ολυμπιακούς Αγώνες. Αθήνα: Εκδόσεις Παπαζήση</p> <p>Guttman, A. (2004). From Ritual to Record - The Nature of Modern Sports. Columbia University Press. ISBN: 0-231-133441-3</p> <p>Κουκουρή, Κ. (2009). Η Κοινωνική Διάσταση του Αθλητισμού (5η έκδοση). Αθήνα: Κουκουρή. ISBN: 978-960-931500-5</p> <p>McPherson, B.D, Curtis, J.E., &amp; Loy, J.W. (1989). The Social Significance of Sport - An Introduction to the Sociology of Sport. Human Kinetics Books. ISBN: 0-87322-235-0.</p> <p>Mechikoff, R. A. (2018). Ιστορία και φιλοσοφία του αθλητισμού, των σπορ και της φυσικής αγωγής. Nicosia, Broken Hill Publishers Ltd.</p> <p>Μουρατίδης, Ι. (2008). Εισαγωγή στην αρχαία ελληνική φιλοσοφία-Θέματα φιλοσοφίας Φ.Α. &amp; Αθλητισμού. Θεσσαλονίκη: Copy City.</p> <p>Mouratidis, J. (2012). On the Jump of the Ancient Pentathlon, Nikephoros Beihefte, Bd 20, Hildesheim.</p>
Assessment	<p>Continuous evaluation (50%):</p> <p>The evaluation shall include a combination of:</p> <p><b>Written assessment (30%),</b> and consists of multiple choice, short answer, open-ended questions and/or essay questions, which are aligned with the learning outcomes, in order to assess the theoretical knowledge acquired. The questions ensure that students demonstrate a deep understanding of the subject of sports history and sociological issues and apply their knowledge to problem-solving or analysis Scenarios.</p> <p><b>Work on a sociological topic of sport</b> which provides opportunities for students to apply their theoretical knowledge by expressing their point of view. The project is designed to require critical thinking, research, analysis, and synthesis of information as it aligns with the course unit's learning outcomes. Students are evaluated for the quality of their work, the depth of understanding they demonstrate, and their ability to effectively explain their ideas and critical thinking.</p> <p><b>Class discussions:</b> Students participate in class discussions to assess their theoretical knowledge. Active participation is encouraged to sharpen their critical thinking skills by asking open-ended questions and facilitating their dialogue.</p> <p><b>Final exam (50%):</b> Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum to assess</p>



	students' understanding and integration of knowledge in a variety of fields.
Language	Greek / English